-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	**7110320**	**-Session-1990-91**
-Superclass-	**KB**	

-Title-	**PRACTICAL WRITING SKILLS**

-DESCRIPTION-

Purpose

This module is designed to develop a range of skills appropriate to dealing with vocational and general situations which require written responses and products. It is envisaged that the competences attained in this module will be complementary to those achieved in module 7110041 Communication 3. The module allows the student to develop valuable skills in organising and presenting information for different audiences in a range of contexts.

Preferred
Entry Level

7110031 Communication 2 or
Standard Grade at General Level or
an equivalent level of competence.

Outcomes

The student should:

1. complete a range of forms for a variety of purposes;

2. organise items of written material in a format appropriate to a specific situation;

3. write instructions for specific tasks or processes;

4. write formal letters in response to specific situations;

Assessment
Procedures

Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

Tutor Support: Tutors should remember to distinguish between their differing roles in formative and summative assessment. In the former, as much help and support as is required by the student may legitimately be given by the tutor. However, tasks which are intended to provide evidence of summative assessment must be completed by the student unaided.

The following abbreviations are used below:

PC   Performance Criteria
IA   Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1

COMPLETE A RANGE OF FORMS FOR A VARIETY OF PURPOSES

PCs

(a)   The completion of the form is in accordance with instructions.
(b)   All essential information is included and supporting information is relevant and concise.
(c)   Information is logically sequenced and coherent.
(d)   The completed form is legible.
(e)   The format and register of the information presented are appropriate to purpose.

IA   Assignment

The student will be required to prepare for despatch two forms, preferably real, rather than simulated, in response to specified situations. One form will have closed questions and short answers. The other will have questions which are more open and which offer opportunity for more extended answers, including conclusions. Graphical/pictorial material may be included to enhance the text.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2

ORGANISE ITEMS OF WRITTEN MATERIAL IN A FORMAT APPROPRIATE TO A SPECIFIC SITUATION

PCs

(a)   The format is appropriate to an identified purpose in terms of title and layout.

(b)   The organisation of items of written material is logically sequenced, coherent and accessible to the intended user(s).

(c)   All essential items of written material are included.

IA   Assignment

The student will be presented with items of information derived from a situation identified by the tutor. The student will organise and present the items into an appropriate format for the intended user(s).

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3   **WRITE INSTRUCTIONS FOR SPECIFIC TASKS OR PROCESSES**

PCs   (a)   Format, content, tone and register are appropriate to the needs of the intended user.

(b)   Essential stages are logically sequenced and appropriate cautions are suitably placed.

(c)   Instructions are clear, unambiguous and sufficiently detailed for the intended audience.

(d)   Spelling, punctuation and syntax are accurate and the completed instructions are legible.

IA   Assignment

The student will be required to produce one set of instructions in an appropriate form. An identification of the potential use, location and presentation of the instructions will be made. Graphical and/or pictorial material may be included where appropriate.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 4   **WRITE FORMAL LETTERS IN RESPONSE TO SPECIFIC SITUATIONS**

PCs   (a)   Conventions of layout are appropriate to purpose and intended receiver.

(b)   All essential information is included and supporting information is relevant and concise.

(c)   The content of the formal letter is logically sequenced and coherent.

(d)   Tone, register and style are appropriate to purpose.

(e)   Spelling, punctuation and syntax are accurate and the completed letter is legible.

IA   Assignment

The student will be required to produce two formal letters, ready for despatch, in response to two different situations, identified by the tutor. At least one letter will include a request for a response and/or action from the receiver.

Satisfactory performance will be achievement of all the Performance Criteria.

The following sections of the descriptor are offered as guidance.
They are not mandatory.

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CONTENT/CONTEXT

Corresponding to Outcomes 1-4:

1.   The forms used should cover a wide range and, where possible, should be authentic and relevant to both personal and vocational needs eg. driving licence application, passport forms, job applications, accident report forms, evaluation report forms, etc. All stages of form filling should be completed, including directing a memo or addressing an envelope including any enclosures.

2.   Materials and situations should be realistic and cover a series of topics appropriate both to the student's vocational area and to a wider general context.

        The material will generally be written but may include graphical/pictorial material where appropriate.

        Contexts include:

        compiling an interview schedule; drawing up a rota eg. for an allocation of tasks;
        organising a list of clients eg. for a mailshot, medical/dental appointments; organising a list of complaints.

3.   A range of situations should be covered both vocational and general. Opportunities should be given to address a wide variety of user needs taking into account the degree of complexity of task, level of user competence, other relevant factors and, where appropriate, considerations of health and safety.

        Examples might include basic aspects of car maintenance, writing a recipe, operating office/domestic machinery, making a delivery run.

4.   Formal letters in response to a range of situations both vocational and general should be practised to allow variation in layout, tone and register, depending on purpose. Types of letter might include letters of application, resignation, request, enquiry, invitation, acceptance, thanks, regret, complaint and apology.

SUGGESTED LEARNING AND TEACHING APPROACHES

Learning and teaching should be active and student centred. Students should be given the opportunity to plan and make independent decisions and to work co-operatively in groups where possible.

Teaching approaches should take account of the student's individual needs in terms of vocational direction and personal interests. Tasks should be authentic and could be part of a larger context which would apply to the whole module eg. a simulated work environment, student association activities, self-help groups, student/community newspapers.

The students should negotiate activities throughout the module with the tutor. In Outcome 2 however, the situation and items should be supplied by the tutor and the receiver identified.   In these situations, more than one criterion for organisation may be possible - all criteria appropriate to a suitable purpose are acceptable.   It should also be recognised in Outcome 3 that the specified audience for a particular set of instructions may greatly increase the demands of the task eg. writing recipes for a young audience would involve a great deal of thought about language, tone, presentation, safety considerations etc.

Teaching group sizes should be small enough for individual practical activities to be undertaken and overseen so that each student can realise her/his full potential.

Time should be made available for students to review their work with the help of tutor and peers and revise and rewrite as necessary. For summative assessment students should work unaided but should be encouraged to redraft and review materials independently.

Use of dictionaries should be encouraged. The module enables an 'open-book' policy, so far as use of resources by students is concerned, to be adapted by centres. Skills and competences, not memory, are intended to be developed by the modules.

Word processors, including those which can make use of spelling check type software, may be used by students.

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11/02/98